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ABSTRACT

Moravian College developed a model training program for 246 educational mentors in the Lehigh Valley. The mentors were supervisors or counselors from business and industry, labor unions, churches, and support agencies. The mentors received training in psychology of the adult learner, the use of self-scoring inventories, and educational planning during five one-day workshops and seven half-day workshops. The objectives of the project were to (1) train 150 educational mentors, (2) distribute 1,000 copies of a directory of programs, (3) increase enrollments in adult basic education (ABE) programs, (4) introduce the concept of career development, and (5) develop a model program replicable at low cost. The effectiveness of the workshop was measured through pre- and posttest surveys of attitudes and perceptions about mentoring and also with a follow-up workshop evaulation. Evaluations indicated that the project supported the need for more linkages between industry and adult basic education, which can be accomplished through informal meetings, distribution of adult student magazines, advertisements on company and union bulletin boards, and the use of chamber of commerce newsletters. Further, companies are interested in and supportive of educational mentors, both the concept and the training. Workshop questionnaires, schedules, agendas, list of workshop participants, newspaper descriptions, handouts, evaluation reports, and testimonials are appendixed. (BPB)

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MENTOR TRAINING IN THE LEHIGH VALLEY

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June 1981

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Division of Adult Education and Training Programs
Harrisburg, Pennsylvania 17126

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ABSTRACT

MENTOR TRAINING PROGRAM

Moravian College was awarded a grant from the Pennsylvania Department of Education for the purpose of developing a model program of mentor training in the Lehigh Valley. The program included five one-day workshops and seven half-day workshops designed to train 246 educational mentors in the Lehigh Valley.

These mentors were selected from business and industry, labor unions, churches and support agencies. They are generally supervisors or counselors whose job responsibilities include working with employees or clients who might be considering a return to education. The mentors received training in the psychology of the adult learner, the use of self-scoring inventories, and educational planning.

Upon completion of the training programs, the mentors were asked to provide a support system for the individual adult they might encounter who is in need of basic education, vocational training or higher education. They were asked to act as both personal mentors and educational mentors.

The Adult Basic Education programs of Allentown, Bethlehem and Easton cooperated in the development of the mentor training program, along with Northampton County Area Community College, the Lehigh Valley Manpower program and other agencies.

Pre- and post-attitudinal surveys were administered. At the follow-up workshop three months later the mentors were asked to evaluate their mentoring activities. All of those attending had engaged in one or more mentoring activities, over 50% had made educational mentoring a part of their mentoring and had referred their mentees to other educational resources. All stated that they had been able to use the concepts presented.

I. INTRODUCTION

BACKGROUND AND RATIONALE TO MENTOR TRAINING PROJECT IN LEHIGH VALLEY

Gerry Parent in the Portsmouth study of recruitment for Adult Basic Education (ABE) stated, "Those who are interested in reaching the least educated must recognize that a caring personal contact through a student, a friend, a family member or a school employee brings more students into ABE classrooms than a highly professional advertising campaign" (Parent, 1979).

It was clear from the above quotations that a caring relationship is essential to adults in need of basic education and continuing education. Information and referral are not enough because the anxiety level of undereducated adults is high. They have been unsuccessful in the past and fear failure again.

As an ABE director in the Lehigh Valley stated: "Retention is more difficult than just getting them here. They need that continuing perspective. Once they take that step and sign up for an ABE program they feel good, but they quickly become discouraged because they think the rest is up to the teacher and they will learn by osmosis. They need continuous support and encouragement from the person who started them into the process."

Recognizing that adults seek and need moral support and educational guidance as they determine or expand their new life goals, Moravian College developed a program of mentor training for adult basic and continuing education. The mentor, defined as a close, trusted, supportive guide, is seen as one who provides the adult learner with an on-going, long-term relationship which will provide both the encouragement for planned personal growth and the linkage between resources to make this growth possible.

Although businesses, industry and social agencies encourage their employees to further their education, and often provide financial motives for doing so, they seldom provide the personal guidance and support necessary for the adult learner. Moravian College presented one-day workshops designed to train a large corps of educational mentors in the Lehigh Valley. These mentor trainees were drawn from companies, businesses and support agencies. After training, they were expected to provide a support system between available educational programs and the adults seeking continuing education. They were trained to assist adults who need education for employment, job mobility or personal satisfaction. The mentors were made aware of the large array of educational programs and other resources offered within their geographic area. They were also encouraged to explore mentoring as a personal, humanitarian mode of relating to workers.

The mentor training project was designed to provide long-range effectiveness. Rather than introducing a new service to area adults that would disappear at the end of the funding period, the mentor training was seen as a awareness skill which would continue to refer adults to ABE resources and programs, integrating their mentoring skills into their job position.

Pre- and post-attitudinal inventories and follow-up workshop and inventory were an integral part of the grant assessment program in order to determine the effectiveness of the mentor training workshops as well as the perceptions of the trainees.

OBJECTIVES

The mentor training project was aimed at reaching five objectives:

1. A trained corps of 150 educational mentors to support undereducated and handicapped adults as they explore further educational and job training.

2. The distribution of 1,000 copies of the Lehigh Valley Directory of Continuing Education developed to create a new level of awareness concerning adult basic educational resources in the Lehigh Valley including those appropriate for the handicapped adults and senior citizens.

3. Increased enrollments in local ABE programs, thus measuring the effectiveness of the mentors, the new linkages and the impact on participation and retention in adult basic education programs in the Lehigh Valley.

4. New programs introduced by agencies and businesses pertaining to life coping skills for adults, especially the handicapped, unemployed, immigrants, older adults and minorities. The concept of career development programs in business and industry promoted.

5. A model program developed, replicable at low cost. This unique program will serve as a national example of cooperative venture between a four-year private college, three local school districts, two community colleges and a CETA program, producing a high level of participation from area social agencies, churches, libraries, business and industry. Directions for replication are included in this report (Section VI).

SEQUENCE OF PLANNED EVENTS

The mentor training project proceeded as follows:

October-November - The coordinator prepared the publicity and made arrangements for the five, one-day workshops to be held mid-winter at Moravian College. Three workshops were planned specifically for personnel from area businesses, industries and labor unions. Two workshops were planned for representatives from community agencies, senior citizen groups, churches,

libraries and local manpower agencies. The project coordinator met with the three area Chamber of Commerce presidents, manpower executives and members of the local personnel associations. These meetings were crucial to identifying key businesses and community leaders who could help in promoting the mentor training concept.

Orders were placed for workshop materials. A mailing list was compiled using Chamber of Commerce membership lists and a directory of local social agencies.

The advertising brochure and explanatory letter were prepared and printed. The agenda was formulated and included as part of the mailing.

December-January 15 - Registration materials were mailed early in December and registrations were accepted through the week of January 15, 1981. Meetings were held with the workshop presenters to prepare presentations. Publicity was provided through the mailed brochures, newspaper announcements, notices in personnel association newsletters and the three Chamber of Commerce newsletters and personal contacts.

The selection of the mentors was the responsibility of the business, industry or social agency. The mentors were selected on the basis of their job responsibilities, their level of contact with adults needing to further their education, and their own expressed interest. In a number of cases the employee saw our advertising brochure and requested employer permission for attendance.

The obligation of the mentors included attendance at the one-day workshop, attendance at the follow-up spring meeting and participation in the evaluation process.

January 21-February 19 - Presentation of workshops; additional planning session.

Workshop dates: Winter, 1981

January 21	Business and industry representatives
January 27	Social agency representatives
February 9	Business and industry representatives
February 11	Social agency representatives
February 19	Business and industry representatives

February - Presentation at the midwinter conference.

January-April - After their training session the mentors were expected to adapt their mentoring skills to their job function. The mentors were asked to pass out information concerning educational resources to others within their organizations.

May-June - Additional mentor training workshops were requested and provided on site.

Kraft Foods Company	three 2-hour sessions
Bethlehem Steel Corporation	three half-day sessions
Good Shephard Vocational Services	one half-day session
Lehigh County Probation Services	two half-day sessions

STAFFING

The project was directed by Dr. Susan Schuehler, Dean of the Division of Continuing Studies, Moravian College, with a planning committee consisting of representatives from area ABE programs, local agencies and members of the Psychology Department, Moravian College.

Arrangements for the workshops were handled by Dr. Rita Katz, the part-time coordinator. The following job descriptions and qualifications were used in seeking the part-time coordinator.

Job Description: A part-time temporary coordinator for the mentor training program in the Lehigh Valley, responsible for the planning

and implementation of a series of five training workshops in the area of adult basic education. Reports to the Dean of Continuing Studies, Moravian College.

Duties: Develop final plans for five training workshops in cooperation with the planning committee. Write, publish and distribute brochures advertising workshops. Order and prepare other materials required for the workshops. Oversee physical arrangements, registration, distribution of test materials and publications associated with the workshops. Coordinate evaluation procedures with evaluator, workshop leaders and participants. Report evaluatin procedures and results as a part of the final written report.

Qualifications: A degree in the field of education. Two years experience in the administration and/or counseling of programs for disadvantaged or undereducated adults.

Dr. Katz brought to the project an extensive background in workshop experience as an educational consultant and 14 years of teaching experience. As project coordinator, she acted as college liaison with the local business firms and established close contact with the three area Chambers of Commerce.

Workshop Presenters

Dr. Judith Blau and Dr. Arthur Lyons of the Moravian College Psychology faculty helped plan the overall presentations and were speakers and group discussion leaders at each of the workshops. They were directly responsible for the presentations on the Psychology of the Adult Learner and Techniques for Mentoring on the Job.

Dr. Martha Reid, Coordinator of Adult Student Services at Moravian College, Division of Continuing Studies, acted as group discussion leader and participated in the panel presentation, representing the college counselor's view of the adult learner.

Lillian Davenport, Director of Counseling at Moravian College, presented information on educational resources in the Lehigh Valley.

Joyce Morgan, Director of Adult Services at Northampton County Area Community College, and Roberta Penn, Counselor at Lehigh County Community College, each presented on alternate days information on career mobility and career counseling. Both women are directly involved with adult learners at their respective jobs.

Assisting in the planning and presentation of the workshops were Vice President Robert Mendhenck of Northampton County Area Community College, Mr. D'Lorenzo of Allentown, Mr. Stephen Viglione of Bethlehem and Joseph Santoro of Bethlehem. In addition, they provided explanations of ABE programs and were available for questions on alternating workshop dates.

Adult Learners on the Panel

The panel of adult learners consisted of adults who were currently participating in an area of continuing education. Some were pursuing a community college degree and others a four-year degree or a master's degree. They discussed their own experiences as adult learners, the importance of support and encouragement, both on the job and at home, and the need for continuous support (on-going mentoring). One panel member, a student who had fled from Vietnam, spoke of the benefits of ESL classes and the high level of support necessary to motivate adults to continue their education. The inclusion of a panel of adult learners and their availability after their presentation to answer questions provided the mentor trainees with tangible information on the adult learner's struggles, needs and joys of accomplishments.

INTENDED AUDIENCE - WORKSHOPS

The project was conceived to serve a broad range of undereducated adults through the development of mentors working with adults in CETA programs, social agencies, industrial plants and businesses. In addition to serving undereducated adults, the project also served personnel involved in working with adults who need continuing education/career training at the junior, vocational or four-year college.

Persons attending the workshop for training were at supervisor levels on their own job sites, were involved in training others through management-level jobs or were directly involved with large numbers of adults through community social agencies or CETA programs. Both counselors from the Good Shephard Vocational Rehabilitation Center and the Affirmative Action Director attended. In addition, Affirmative Action officers from local industries attended, as well as company personnel officers.

INTENDED AUDIENCE OF REPORT

This report on mentor training can serve as a useful tool to a wide variety of people involved with adults and their education. It can be effectively used by:

Federal and State Departments of Education;

Professional educators in the field of adult education;

Community education directors;

Graduate students in the field of adult education;

Directors of youth education who are seeking new directions;

Individuals in business and industry who are involved in and concerned about the training and development of their employees, and

Agencies which are seeking to expand possibilities with their clientele.

FILING ADDRESS

Copies of this report are to be filed with the following agencies:

Department of Education
Bureau of Vocational Education
Division of Adult Education & Training Programs
Harrisburg, PA 17126

Advance
Stayer Research Center
Millersville State College
Millersville, PA 17551

Moravian College
Division of Continuing Studies
Main Street & Elizabeth Avenue
Bethlehem, PA 18018

II. COOPERATIVE ARRANGEMENTS

When the mentor training program was initiated, support was solicited from local representatives from the business community, area agencies and institutions. Through their continued cooperation and support, a number of crucial jobs were accomplished.

Advertising for the workshops was made available to associates through in-house distribution of the workshop brochure and the Lehigh Valley Directory of Continuing Education. Newspaper articles provided additional coverage.

Representatives from the cooperating agencies announced the project at staff meetings and provided time for announcements concerning the training at worksite meetings.

In addition, representatives provided suggestions in the planning and presenting stages of the grant. Eight planning sessions were held with the cooperating agencies. These same agencies provided personnel to take part in the workshops. Contributors to the initial plans for the workshop included members of the following programs:

Mr. McAloose and Mr. D'Lorenzo
Adult Education Evening Program
William Allen High School
Allentown, PA

Mr. Joseph Santoro
Bethlehem Adult Education Program
Liberty High School
Bethlehem, PA

Mr. Stephen Viglione
Adult Evening Program
Easton Area High School
Easton, PA

Mr. Robert Soter
Private Industry Council
Lehigh Valley Manpower Program
Allentown PA (representing area industry)

Ms. Margaret Gotteler
Lehigh Valley Community Council
Bethlehem, PA (representing over 200 agencies)

Mr. Robert Mundhenk
Vice President of Academic Affairs
Lehigh County Community College
Schnecksville, PA

Ms. Joyce Morgan
Director of Adult Services
Lehigh County Community College
Schnecksville, PA

Mr. Michael Dowd
Executive Director
Easton Chamber of Commerce

Mr. James Davis
Executive Director
Bethlehem Chamber of Commerce

Mr. George Southworth
Executive Director
Allentown Chamber of Commerce

A copy of the final report will be sent to each of the cooperating agencies, to be used as a basis for further planning and development of community resources.

III. OBJECTIVES: MEASUREMENT AND EVALUATION

Objective 1

A corps of 150 educational mentors will be trained to support undereducated and handicapped adults as they explore further educational opportunities and job training.

Through five workshops held at Moravian College a total of 92 educational mentors were trained. In addition, through requests of participants at these workshops, arrangements were made to hold additional on-site workshops. Nine additional workshops were held at various agency and industrial plant sites in the Lehigh Valley. The combined total of educational mentors trained through workshops is 246.

Statistics maintained regarding the distribution of the mentor training workshop brochure, registration and actual attendance show that:

700 brochures with cover letters were mailed;

123 individuals officially registered for the five workshops;

92 individuals attended the on-campus workshops;

154 individuals attended on-site workshop presentations;

246 - total mentors trained.

A survey of those registered who failed to attend or who cancelled within 24 hours of the workshop they were to attend indicated that 95% of the no-shows were due to emergency, job-related meetings and extended out-of-town conferences. In five instances the registrant forgot the date.

For the mentor training follow-up session 31% (27) attended. The most frequent reason for non-attendance was business meeting priority. Due to time constraints, both follow-up sessions were held during the same week. For future workshops, I would strongly recommend that the follow-up be in different weeks to allow for more freedom of registration and attendance.

Objective 2

By distributing 1,000 directories of area educational programs, a new level of awareness concerning adult basic educational resources will be developed.

Statistics maintained concerning the distribution of the Lehigh Valley Directory of Continuing Education show that a total of 184 directories were distributed at the five original workshops; 154 directories were distributed at the on-site workshops, an additional 490 were distributed as a result of follow-up calls from workshop participants, and 1,500 were mailed or hand distributed to area forms and social agencies before the start of the mentor training project. Some 3,020 directories have been distributed through special requests by individuals. Total distribution: 5,328.

In evaluating their mentoring activities, the mentors were asked to specify the numbers of additional individuals who were reached through the distribution of the Lehigh Valley Directory at their work site. All of those 22 mentor trainees responding stated that the directory serviced individuals through its availability at their work site.

Objective 3

Through follow-up contact with local programs, the effectiveness of the mentors and the new linkages will be measured by increased enrollments to determine the impact on participation and retention in adult basic education programs in the Lehigh Valley.

The mentor training program started in October instead of July, and the workshops were held in late winter '81 instead of fall '80. It was difficult to judge whether the new linkages were as effective as originally intended. Follow-up workshop statistics from the newly trained mentors indicate that a total of 11 or 50% of the mentors discussed ABE-ESL programs with their mentees and referred them to the local programs. According to the three local ABE

program directors, no direct mention was made by enrollees of our training program and it was difficult to judge how connected referrals were. However, mentors discussed ABE and indicated in follow-up that they made 31 referrals.

Specific inquiries about ABE programs from the mentors during the training sessions came from about 50% of the trainees. In three cases, additional follow-up discussions were held with people directly interested in setting up on-site ABE programs for their workers/clients. The Center for Coordinated Social Services, an organization involved with counseling and job placement of Hispanic residents of Bethlehem, is investigating sites and planning for a daytime ESL program in their community. As a result of the workshop, the Good Shephard Vocational Services Division has surveyed its clientele and found expressed desire by 27 of its people for entry into an ABE-GED program. They are pursuing this with a local ABE-GED director. The Susquehanna Division of Pennsylvania Power & Light has determined a need for ABE-GED classes for some of their people enrolled or planning to enroll in entry-level trainee programs. Additional information was discussed and passed on to the PP&L training supervisors at both the Susquehanna and Martin's Creek plants.

Objective 4

Agencies and businesses will be encouraged to offer programs pertaining to life coping skills for adults, especially the handicapped, unemployed, immigrants. older adults and minorities.

As a result of the pre-and-post inventories, it was determined that the majority of the companies and agencies involved had no formal or informal educational mentoring program. Three companies, Western Electric, Air Products and First National Bank of Allentown, sent representatives to the mentor training workshops to help them in their development of a mentoring program. Bethlehem Steel Corporation, Division of Information Services, has been

planning a new career development program for all their employees. As a part of this new program, representatives were sent to the workshops and three additional workshops were provided for their career counselors and supervisory personnel.

Four additional local corporations are planning to expand their career development programs and will provide more information on educational resources for their people. Additionally, other agencies and companies are exploring this topic.

Workshops on coping skills of assertiveness and leadership training were held on site for the handicapped, Division of Good Shepherd Vocational Services. In this case it was determined that some form of assertiveness training and skills for leadership are needed by the minimally handicapped to better equip them to use the education and training they are receiving.

Another identified need is for additional programming and contacts with the textile labor unions. Since attendance at the mentor training workshops from this area of industry was low, follow-up contact was made with a union director. From our discussions, it was learned that information about ABE-ESL programs is rarely disseminated to shop owners and workers. More initial contacts by adult educators would enlist support and program understanding.

The local ABE-ESL directors agreed to send information and personally contact various union headquarters with specific information.

Continued dissemination of informational material to various agencies, businesses and industries about adult basic education will keep the public well informed.

Objective 5

A model program, replicable at low cost, will have been developed. This unique program will serve nationally as a cooperative venture between a four-

year private college, three local school districts, a community college and a CETA program, producing a high level of participation from area social agencies, churches, libraries, businesses and industry.

The model program is included in this report as Chapter VI. In addition, the complete agenda and timetable included in this report can serve as the basis for replication.

IV. COST EFFECTIVENESS

In order to determine the cost effectiveness of the grant, two aspects were analyzed: the cost of promoting adult basic education and the cost of training the mentors.

One of the major objectives of the grant was focused on promoting the concept of adult basic education and developing greater awareness of its goals, purposes and general availability. To determine the cost of meeting this goal the following figures were used:

Total cost of grant		$13,780.00*
Mentors trained	246	
Brochures mailed	700	
Phone contacts	125	
People reached by infor. meetings	80	
Other mailings	25	
People mentored directly	189	
People reported to by mentor on workshop project & concepts	135	
People using directory through mentor contact	135	
Lehigh Valley Directories distributed	5,328	
People assisted through the grant	460	
Directories distributed through workshop contacts	800	
Total contacts	8,223	

In order to reach the cost effectiveness figure, the total cost of the grant was divided by the total number of contacts. The result figure:

Cost of awareness objective per per reached	$ 1.68

For the second objective, the cost of training the mentors directly, the following figure was reached:

Mentors trained	246	
Total cost of training for each mentor		$ 56.02

*When calculating the total cost effectiveness, the total grant amount was used even though both objectives were realized with the same monies.

V. EVALUATIONS

Pre-Testing and Post-Testing

The effectiveness of the workshops was measured through a comparison of a pre-and-post survey of attitudes and perceptions about mentoring and also with follow-up workshop evaluation (see Appendices).

A. The Pre-Survey was accomplished through the administration of a 15-item inventory at the start of each of the five original workshop presentations. Through analysis of the inventory it was determined that only 22% of the mentor trainees had previously thought of the term mentor. Only 33% felt they were definitely in a mentoring relationship; however, 52% felt that mentoring definitely should be an important part of their job and 43% felt it should sometimes be part of their job.

This indicates that the majority of trainees, at the onset of training, were looking upon the concept of mentoring as a necessary role to explore for their work position. Through identification with the mentoring process the mentors were then led to see that they, 99% of the trainees, had themselves had mentors during their own lives.

B. The Post-Survey was administered at the end of the one-day workshop and was designed to determine any changes in attitudes concerning the concept of mentoring. Of those 92 in attendance at the workshops, 90% felt that they had broadened their perspective on what the role of mentoring involved, 84% stated that they felt other companies should participate in a similar program and 75% planned to discuss the ideas with other business associates.

Comparison of the pre and post surveys indicates that following the workshop the trainees were better able to define and recognize previous mentors of their own. They were also more cognizant of their mentoring functions.

Two important changes are worth noting. There was a drop in the number of trainees who felt that mentoring should be an important part of their job position. Perhaps as they began to realize the time that mentoring can take, they were less inclined to include it in their job definition. They may also have seen mentoring as more apt to occur outside the workplace rather than on the job.

A marked drop in those indicating need for additional mentor training hopefully is an indicator that the workshop provided the necessary skills and information.

C. Comparison of Pre and Post Testing. Changes occurring in attitudes and perceptions about mentoring can be contributed to a number of factors.

Most of the trainees had attended seeking information and skills which would make them better supervisors or managers. Mentoring was identified as an extension of work-related skills, involving a humanitarian outlook. Ninety percent (90%) of the mentors felt that they broadened their perspective of what the mentoring role involved. This can be attributed to the fact that 89% felt the information of the morning session could readily be applied; and 91% felt that the afternoon material would be useful. Additionally, while only 70% saw mentoring as a helpful relationship at the start of the training, 90% saw it as helpful by the end of the workshop day.

Identifying their own mentor in their careers and being able to talk about their own experiences was of great importance throughout the day and probably fostered changes in attitudes.

Other changes in attitudes of importance to note are the jumps from 89% to 97% who felt that positive employee communication is an important goal in their position, and 73% to 94% who felt that helping another employee achieve job satisfaction would be an important accomplishment.

Raising the trainee's awareness of the role of positive communication was one step seen as vital to mentor training. Without the feeling of trust that positive communication generates, an employee would not respond to mentoring attempts or seek an individual out for a mentor-mentee relationship.

Evaluation of Mentoring Activities Three Months After the Training Workshops

Two follow-up workshops were held for half a day at Moravian College for those trained as mentors. The presentation included: (1) what other businesses nationally are doing with the concept of mentoring, and (2) a discussion and evaluation of mentors' three months activities.

While the majority of those attending the workshops felt that they were in a mentoring relationship with someone, most of the trainees had not clearly defined that relationship or looked at the overall needs of their mentees. These workshops, intending to broaden the scope of the concept of mentoring, allowed the trainees to widen their understanding of tasks encompassed by the concept of mentoring.

Of those 22 attending the follow-up workshops, all 22 felt that they were involved in a mentoring relationship. Total mentoring activities, as assessed by the mentors, numbered 189 for an average of nine people per mentor. However, some counselors indicated mentoring 20-30 people each and were talking about forms of mentoring related to counseling. For those in business and industry management jobs, mentoring activities averaged about 2 or 3 people per mentor.

Of those mentored, 31 were referred to local ABE programs by a total of 11 mentors. Thus 50% of those trained were able to directly use their new levels of awareness about ABE programs and the adult learner.

Other reported educational mentoring activities included three employees referred for in-house training classes and four referred for further college study. The number of educational mentoring activities in 12 weeks totaled 38.

Those workshop topics most useful to the mentors included the presentations on Lehigh Valley educational resources, group discussions on mentoring techniques and the expanded definitions on mentoring.

It seems that the majority of those in attendance were able to use portions of the array of topics presented. Verbal reports from numerous mentor trainees have indicated that many have been able to incorporate the new ideas into their daily work habits. One participant stated, "We seem to be adding a more humanitarian approach to our job skills, and it's got to have a positive effect."

EVALUATION OF THE ORIGINAL WORKSHOPS

Two outside evaluators have evaluated the original workshops and their follow-up sessions. A copy of their report can be found in Appendix F.

VI. MODEL PROGRAM

This project was developed to provide a model program which could be replicated in any location. An individual wishing to replicate the program should consider the following steps:

1. Assess educational informational needs of the community;
2. Obtain the cooperation of area schools, agencies and business community;
3. Develop a planning committee, include representatives from local educational institutions, and social agencies and the business community;
4. Delineate responsibilities for the mentoring project;
5. Determine costs and fees to be charged, if program is to be self-supporting;
6. Conduct community-wide public relations programs.

Additional resources to be checked if you are planning a mentor training program include:

Bibliography of mentoring manuals and articles (see Appendix)

Motorola Corporation
Human Resources Division
Chicago, Illinois

Film on mentoring entitled "Helping: A Growing Dimension of Management", McGraw-Hill Films

VII. CONCLUSIONS AND RECOMMENDATIONS

Through evaluation of the project results, the following conclusions and recommendations are proposed.

Conclusions

The project supported the need for more linkages between industry and adult basic education.

A longer time span is necessary to further study the effects of mentoring on retention and enrollment in ABE. Adults take time to explore and begin their return to school.

The project supports the need for more community-wide information on adult basic educational opportunities. A large percentage of the mentors were unaware of available programs.

The project opened new avenues of communication between the business world and ABE programs.

Companies are interested in educational mentoring. They are supportive of both the concept and the training. They believe that the concept will help develop a more supportive atmosphere for their employees.

Recommendations

Find ways to hold informal meetings with business and industry representatives to further promote ABE concept.

Explore greater distribution of the adult student magazine to business and industry.

Advertise ABE programs on company bulletin boards or through local union newsletters.

Use the Chamber of Commerce newsletters as vehicles for promoting ABE.

Share the results of this grant and similar grants with business, industry and labor unions to demonstrate the value of mentor training.

Using the results of the grant, seek private funds to continue promoting the concept of educational mentoring and adult continuing education.

APPENDIX

MORAVIAN COLLEGE

Pre-Workshop Mentor Training Inventory

	Frequently		Sometimes		Infrequently		Rarely	
	#'s	%	#'s	%	#'s	%	#'s	%
1. I have thought of the term "mentor" before.	20	22	28	31	22	24	21	23
2. I have applied the term to someone I felt was mentoring--guiding me.	22	28	22	28	12	15	23	
3. Reflecting back, I feel I have had a mentor or mentors when I was in (a) high school	25	31	22	28	13	16	20	
(b) college	18	29	17	27	18	29	9	
(c) early stages of my career	25	37	33	49	5	7	5	7.5
4. I see a mentor as being a helpful relationship with someone.	60	70	24	28	1	1	1	1
5. I feel that I am a mentor now, in my present occupational role.	42	47	40	45	5	6	2	2
6. Could a mentoring relationship be harmful in any way? Explain briefly.	7	9	41	55	21	28	6	8
7. I have applied the term or the concept to myself in my present occupational role.	17	18	30	33	26	28	19	21
8. I feel I am a mentor now to one or more persons in my division.	30	33	44	48	12	13	5	6

	YES		NO		DO NOT CARE			
9. I would prefer to mentor someone of the same sex as me.	11	17	3	5		50	78%	
10. I feel I have a choice over whom I mentor.	34	39	33	38	18	20	3	3
11. One of the important roles of my position should be mentoring.	46	52	38	43	4	4	1	1
12. It is important that I learn more about mentoring.	67	82	14	17	1	1	--	--
13. Achieving positive employee communication is an important goal in my position.	79	89	8	9	--	--	2	3

MORAVIAN COLLEGE
Post-Workshop Mentor Training Inventory

	Yes		Probably		Perhaps		No	
	#'s	%	#'s	%	#'s	%	#'s	%
1. I have broadened my perspectives of what a mentoring role involves.	81	90	7	8	3	2		
2. I think I can readily apply the material presented in the morning session.	51	59	26	30	8	9	2	2
3. I think I can readily apply the material presented in the afternoon session.	61	74	17	20	4	5	1	1
4. I have a need for more information on the topic of								
5. There are others in my company/ agency who would benefit from this presentation.	63	72	14	16	8	9	3	3
6. I plan to discuss these ideas with business associates.	56	75	7	9	12	16		
7. I would urge other companies to participate in a similar program.	75	84	11	12	2	3	1	1
8. Reflecting back, I feel I have had a mentor or mentors when I was in (a) high school	42	58	9	13	8	11	13	18
(b) college	45	65	11	16	5	7	8	12
(c) early stages of my career	68	79	10	12	6	7	2	2
9. I see a mentor as being helping relationship with someone.	84	95	2	2	3	3		
10. I feel that I am a mentor now in my present occupational role.	73	79	14	15	5	5	1	1
11. I feel that someone is mentoring me at this stage in my life.	36	45	18	22	12	15	14	18
12. I feel I am a mentor now to one or more persons in my division.	67	73	15	16	8	9	2	2
13. My company has a planned program for mentoring.	6	6	--		5	6	78	88

	Agree		Somewhat Agree		Disagree		
	#'s	%	#'s	%	#'s	%	
14. I feel I have a choice over whom I mentor.	43	61	24	34	4	5	
15. One of the important roles of my position should be mentoring.	39	49	34	43	4	5	2 3
16. It is important that I learn more about mentoring.	45	63	21	29	3	4	3. 4
17. Achieving positive employee communication is an important goal in my position.	87	97	3	3			
18. An important accomplishment for me would be helping another employee achieve personal satisfaction on the job.	84	94	5	6			
19. Helping others is important.	90	100					

MORAVIAN COLLEGE

Percentile Comparison of Mentor Trainee Responses to the Pre-Post Inventories Administered During the Workshops.

PRE/POST Question #		Frequently		Sometimes		Infrequently		Rarely	
		Pre %	Post %	Pre %	Post %	Pre %	Post %	Pre %	Po
3/8	Reflecting back, I feel I have had a mentor or mentors when I was in (a) high school	31	58	28	13	16	11	25	18
	(b) college	29	65	27	16	29	7	15	12
	(c) early stages of my career	37	79	49	12	75	7	7.5	2
4/9	I see a mentor as being a helpful relationship to someone.	70	95	28	2	19	3	1	0
5/10	I feel that I am a mentor now in my present occupational role.	47	79	45	15	5	5	2	1
8/12	I feel I am a mentor now to one or more persons in my division.	33	73	48	16	13	9	6	2
10/14	I feel I have a choice over whom I mentor.	39	61	38	34	20	5	3	0
11/15	One of the important roles of my position should be mentoring.	52	49	43	43	4	5		
12/16	It is important that I learn more about mentoring.	82	63	17	29	1	4.5		4.5
13/17	Achieving positive employee communication is an important goal in my position.	89	97	9	3	--	--	3	

		Agree		Somewhat Agree		Disagree		
		Pre %	Post %	Pre %	Post %	Pre %	Post %	
14/18	An important accomplishment for me would be helping another employee achieve personal satisfaction on the job.	73	94	23	6	4		
15/19	Helping others is important	100						

SCHEUDLE FOR WORKSHOPS ON MENTORING

8:30 a.m. to 3:00 p.m.

For Business and Industry:	For Social Agencies
January 21, 1981 (Wednesday)	January 27, 1981 (Tuesday)
February 9, 1981 (Monday)	February 11, 1981 (Wednesday)
February 19, 1981 (Thursday)	

REGISTRATION INFORMATION:

Registration of mentors will be limited to a maximum of three people from any given firm or agency, with an alternate named in case of an emergency. From December 1 through December 23 1980 registrations will be accepted. Following acceptance of their registration, mentor trainees will receive information through the mail about the program to prepare them for their one-day workshop.

Please fill out the enclosed form to mail in, or call your registration in to Moravian College, Division of Continuing Studies, 861-1383 or 861-1388.

AGENDA FOR MENTOR-TRAINING PROGRAM

8:30 - 9:00 a.m.	Coffee and Registration
9:00 - 9:15 a.m.	Introductory Remarks
	a. Identifying elements of mentoring in your current job role
	b. What mentoring means to the adult learner
	c. How mentoring benefits the employer
9:15 - 9:45 a.m.	Small Group Discussions
9:45 - 10:15 a.m.	Career Planning and Available Adult Education Programs at All Levels
	a. Adult Basic Education Programs
	b. Career Counseling Services
	c. Educational Options at various institutions
10:15 - 10:45 a.m.	Utilizing Existing Educational Programs and Matching Adults With Appropriate Programs
	a. The process of career counseling and planning
	b. The use of self-scoring tests as tools for support
10:45 - 11:45 a.m.	Panel Presentation: The Need for Support and Encouragement For The Adult Learner - How Important Is It? With questions and discussion session to follow
11:45 a.m. - 12:45 p.m.	Lunch Available in HUB Dining Room or PUB Snack Bar
1:00 - 1:30 p.m.	The Psychology of the Adult Learner
	a. The necessity for sustained support
	b. The need for building self-confidence
	c. When an adult learner needs other support resources, What do you do?
1:30 - 2:30 p.m.	Techniques for Mentoring on the Job
	a. How to develop active listening skills
	b. Non-verbal language - showing support on the job
	c. Integrating the mentor role on the job
	d. Coping with failure - if your adult learner does not achieve
2:30 - 3:00 p.m.	Wrap-Up
	How to measure and evaluate your activities

AGENDA

9 - 9:10	Opening Remarks	Rita S. Katz
9:10 - 9:40	Educational Resources in the Lehigh Valley	Martha Reid
9:40 - 10 AM	Questions and Answers	
10 AM - 10:30	Mentoring: What It Is and How It Helps	Rita S. Katz
10:30 - 11 AM	Mentoring Techniques	Judy Blau
11 AM - 11:30	Discussion Time	
11:30 - 12 noon	The Adult Learner: Changes and Perspectives	Rita S. Katz

Speakers

Rita S. Katz, Ph.D.
Coordinator of Mentor Training
Moravian College (861-1387)

Judy Blau, Ph.D.
Psychology Dept.
Moravian College (861-1562)

Martha Reid, Ph.D.
Coordinator, Adult Services
Division of Continuing Studies
Moravian College (861-1386)

AGENDA FOR MENTOR TRAINING WORKSHOP

Bethlehem Steel Career Development Days

1:00-2:00 p.m. MENTORING

a. What It Is
b. Identifying elements in your current job role
c. Meaning for the adult learner
d. Benefits to the employer
e. Discussion

2:00-2:30 p.m. CAREER PLANNING AND EDUCATIONAL RESOURCES IN THE LEHIGH VALLEY

a. Educational Options
b. Career Counseling

2:30-2:45 p.m. Break

2:45-3:45 p.m. MENTORING WITHIN THE COPORATE STRUCTURE

Special Presentation with discussion to follow

3:45-4:45 p.m. TECHNIQUES FOR MENTORING ON THE JOB

a. Developing active listening skills
b. Using non-verbal language
c. Coping with failure - if your mentee does not achieve
d. Discussion

4:45-5:00 p.m. WRAP-UP

How to measure and evaluate your activities

Speakers:

Judy Blau Ph.D.
Psychology Department
Moravian College (861-1562)

Arthur Lyons Ph.D.
Chairman, Psychology Department
Moravian College (861-1564)

Rita S. Katz Ph.D.
Coordinator of Mentor-Training
Moravian College (861-1387)

Susan S. Schuehler Ed.D
Dean of Continuing Studies
Director of Mentor-Training
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Bibliography

Gould, Roger L., M.D. Transformations. New York: Simon and Schuster, 1978.

Levinson, Daniel J. The Seasons of a Man's Life. New York: Ballantine Books. 1978.

Lidz, Theodore. The Person. New York: Basic Books, Inc., Publishers, 1976.

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Sheehy, Gail. Passages. U. S.: E. P. Dutton and Company, Inc., 1974.

Carkhuff, Robert R., Ph.D. The Art of Helping. Amherst, Mass.: Human Resource Development Press, Inc., 1977.

Carkhuff, Robert R., Ph.D. and William A. Anthony, Ph.D. The Skills of Helping: An Introduction to Counseling Skills. Amherst, Mass.: Human Resource Development Press, Inc., 1977.

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Robert Fullas

John Frankenfield

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Coorindator Named For Mentor Training

Globe-Times Nov 5

Dr. Rita Katz has been appointed coordinator of the mentor training program for the Lehigh Valley, the Division of Continuing Studies at Moravian College has announced. The position, a one - year appointment, has been made available to Moravian through a Pennsylvania Department of Education grant. Dr. Katz will develop a model program of mentor training, which will include five one - day workshops early in 1981, designed to train a corps of educational mentors from business, industry, labor unions, religious organizations and support agencies.

MENTOR TRAINING PROGRAM:

Moravian College has been awarded a grant from the Pennsylvania Department of Education to develop a model program of mentor training in the Lehigh Valley. The program will include several one-day workshops this fall, designed to train a corps of educational mentors throughout the valley.

These mentors will be selected from business and industry, labor unions, churches and support agencies. They will generally be supervisors or counselors whose job responsibilities include working with employees or clients who might be considering a return to education. The mentors will receive training in the psychology of the adult learner, the use of self-scoring interest inventories, and educational planning.

Upon completion of the training programs, the mentors will provide a support system for the adult who is in need of basic education, vocational training or higher education.

The Adult Basic Education programs of Allentown, Bethlehem and Easton are cooperating with the development of the mentor training program as are Northampton County Area Community College and the Lehigh Valley Manpower Program. The grant will be under the direction of Dr. Susan S. Schuehler, Dean of Continuing Studies, Moravian College.

NEWS RELEASE

A MENTOR TRAINING PROGRAM: FOSTERING A HELPING RELATIONSHIP ON THE JOB

Increasing communication on the job, identifying promotable employees, and encouraging growth will be some of the topics explored in special, free one-day workshops at Moravian College. These workshops, beginning on January 21, are designed to train a corps of on-the-job mentors throughout the valley. The mentors, selected from business, industry, social agencies and other organizations will generally be supervisors on the job or in placement - whose job responsiblities include working with employees or clients who might be considering a return to education or in need of further education for their job. Mentors-on-the-job can be a great benefit to a company. Registration closes on January 16. For further information, contact Dr. Rita S. Katz at Moravian College, Division of Continuing Studies.

1/8/81

Mentor workshop set

By KATHY KANISH
Comenian Staff

The Office of Continuing Studies began a federally funded Mentoring Project Oct. 13 with the hiring of Coordinator Dr. Rita S. Katz.

The focus of the Mentoring Project is five one-day workshops, to be held during January and February for people who are in supervising positions in business and industry, according to Katz. The purpose of these workshops will be to make participants aware of the needs of their employees, as well as the necessity of supporting those employees who wish to continue their education.

As coordinator of this program, Katz must reach out to business to obtain the mentors needed for the workshops.

The Psychology Department of Moravian is also helping to design and implement workshop activities.

After completion of the workshops, Katz will be available to assist the trained mentors. She will maintain close contact with them, and in late spring of 1981, will initiate follow-up evaluation activities. Katz will also provide career counseling and workshops for adults who are planning to return to college.

Katz's educational background is diversified. She completed her undergraduate work at Central Connecticut St. College, obtaining her Bachelor of Science degree in History and English. She received both her Masters and Doctorate in Language Communications from the University of Pittsburg.

Katz has served as a private educational consultant, and she has held numerous teaching positions, including Graduate Education at Penn State University, Freshmen English Composition at Northampton Community College, and worked in the Social Relations Department of Lehigh University.

Katz also studied education in England and Russia and she spent two years in Israel while studying at Tel Aviv University.

In addition to her busy schedule as Coordinator of the Mentoring Project, Katz is a homemaker. She and her husband, Arthur, who is a psychologist, have two children: Reuben age 7 and Ilana, age 3.

POEMS READ

Bring your awakened ears, and whatever else may be attached to them, to the Beth-Salem Room at eight tonight for a poetry reading. Several Moravian professors will be reading poems of their own selection.

It is open to the public and you needn't bring expresso — refreshments will be served.

Poetry will be read by Dr. Christopher Russell, Dr. Jean-Pierre Lalande, Dr. Kathleen Steele and Dr. Robert Stinson.

For Your Information

2-81
Morning-Call
Allentown, Pa.

Education workshop scheduled in Hershey

Dr. Susan S. Schuehler, dean of the Division of Continuing Studies of Moravian College, will discuss "Marketing Continuing Education in a Community Setting" at a workshop in Hershey today as part of the 16th annual Pennsylvania Adult Education midwinter conference.

Dr. Schuehler will describe the development of the Lehigh Valley directory of continuing education, its use, distribution and marketing, and recruitement of support from business, industry and other colleges.

Dr. Rita Katz, also of Moravian, will explain the state-funded program she is coordinating. Through a Pennsylvania Department of Education grant, supervisory personnel in Lehigh Valley business and social agencies are learning how to support employees and clients in their educational plans.

They also will discuss a fee-supported educational planning service for adults in a community.

Rawlings manager

LVMP

"We put people to work"

June 1981

STAFF SPOTLIGHT

A key person in LVMP's Youth Department also happens to be one of the most popular men in the organization, especially with the female population. After all election ballots were tallied, Mike D'Annibale was crowned LVMP's "Most Desirable Bachelor". His popularity possibly reflects upon one of his favorite hobbies, which happens to be women. A few of Mike's other hobbies are; photography, women, bicycling, women, tennis, women, and watching the Dodgers play baseball. Mike admitted that he "bleeds Dodger blue." Mike's natural talents also extend into the kitchen with his specialties being seafood and Italian dishes.

Upon graduating from Allentown Central Catholic High School, Mike attended and graduated from Kutztown State College, where he earned a bachelor degree in secondary education.

In 1975, Mike was employed as a summer youth at the Allentown Bureau of Employment Security Office. He was picked up by the BES in 1976 as a youth interviewer under PSE.

In 1978, Mike was promoted to Youth Placement Specialist. Since then his job title has changed from Coordinator of Youth Programs, SYEP Supervisor, and is currently a Student Services Representative. Mike is temporarily assisting three days per week with SYEP, until organizational transitions are completed. But the job duties remain relatively similar – recruitment of clients, counseling youth, preparing them for the job market, worksite development, monitoring of worksites, job placement, and payment of wages to youth.

Mike enjoys working with youth and helping them overcome problems which are unique to the young population. "Youth unemployment is very high, especially among the minority youth. It's a problem that must be addressed. A person's first job, upon coming out of the school system, is a very big step in life. Many need money to continue their education. It is a critical time in a young person's life."

Mike's easy-going manner may be one reason that he makes friends so easily, whether a person is a youth applicant or an LVMP administrator.

"I have respect for the organization and the people who work here. I'm especially thankful for the amount of cooperation I receive from those whom I work with daily." said Mike.

Mike is a bright, conscientious young man who, in the future, would like to travel, possibly continue his education, but most definately will continue working with young people.

DEPARTMENT SPOTLIGHT

Located at the corner of Seventh and Northampton Streets in Easton, the Easton Skills Center of LVMP is a very visible extension of our services to all who pass through Easton. But it seems that the remainder of staff, located at ABE or 1601, tend to forget all about our Easton Skills Center and what it has to offer.

Walt Lukow, Head Instructor of HVACSHP (Heating, Ventilation, Air-Conditioning, Solar, Heat Pump), with the aid of Lester Kelley, Instructor, Heating/Ventilation, instruct small groups of students in the theory and hands-on-training necessary to gain employment in this varied field. Students learn to install, service and repair all types of environmental-control systems in residences, department stores, office buildings and commercial establishments, utilizing knowledge of refrigeration theory, pipefitting and structural layout, which they have learned over the 24 week period in the HVACSHP training program. By working in small groups, there is opportunity to work one-on-one with the students more often, to clarify any quandaries which they may have concerning theory, or the application of theory, on one of the many environmental-control systems at the center which students take apart and put back together in order to gain valuable knowledge and experience.

* *

Staff Spotlight continued

The Industrial Sewing Machine Repair course is a unique training program because it is not offered anywhere else yet there is much demand for these specialized repairmen. Carl Sabatini, Instructor of the 24 week course, explained that many of his students who master the skills necessary for employment in this field, are placed directly into private sector jobs before the 24 weeks are completed. Carl admits that he is often called and pressured by many garment factory managers for repairmen, but Carl will not release or refer any student until he feels that they are adequately trained for the job. The natural talents which are necessary to learn the repair skills, suggested are sharp eyesight (there are countless minute parts to the machines) and steady hands. "Of course," Carl said, "one must have the desire to learn these skills."

At one time the ESC also housed clerical classes, which are presently operated at the Old Terminal, but will soon be operated at 1601.

Upon termination of programs operated at the Schoenersville Rd. training center, the participants that center were transferred to operations at ESC. This also initiated the expansion of the former HVAC program to include Solar and Heat Pump training.

Carlotta Brandt supports the ESC staff as Clerk/Typist/Receptionist, and Marge Pacchioli placed through Title V, functions as Receptionist. Judy Brown, Outreach Counselor who is now on leave of absence, was also located at the ESC. Dale Hankerson, placed through WPC, functions as janitor for the ESC, which was originally the National Guard Armory building.

The ESC may go through programmatic changes, but the friendly atmosphere and out-going manner of the staff there makes any visit an enjoyable and informative one.

So remember, the efforts of our dedicated staff in Easton should not go unnoticed or forgotten!

NEWSMAKERS NEWSMAKERS NEWSMAKERS

Baby showers were held this month for JUDY BROWN, Outreach Counselor located at the Easton Skills Center, and LINDA FREDERICK, Data Entry Clerk. Both are expecting anytime now. Both Judy and Linda worked until June 12.

CHARLIE TOTH, Driver Education Instructor, and his wife, SALLY (a former member of LVMP staff) are expecting a child sometime around October.

Congratulations and best wishes to all!

Birthdays were celebrated recently by MARGE GRUVER, PIC Secretary, May 25; JEFF COOPER, Director of Education and Training Operations, June 5; JACKIE GIAQUINTO, Director of Personnel, June 6; CARLOTTA BLAIND, ESC Clerk, Typist, June 8; WALT LUKOW, Head Instructor, HVAC, June 12; RUTH ROSADO, Placement Supervisor, June 14; SUSAN MILLER, Coordinator of IIB Training, June 17; JOAN CHAPMAN, Personnel Assistant/Benefits, June 17; MARGE HUDAK, Job Placement Secretary, June 27; JEAN D'AMICO, Planning/Community Relations Secretary, July 4; and ED BUTCH, Director, Special Projects, July 5. Of course we can't forget our Executive Director, PHIL LEVINE's 32nd birthday on June 25. Hopefully, Phil is feeling better since his short stay in the hospital this month for tests. Phil had experienced chest pains which initiated his hospital visit. Time to stop smoking and go on a diet!

Remember at the last staff meeting when Army representatives were present and invited staff members to attend a training orientation workshop to be held at Ft. Dix in New Jersey? Well, MIKE D'ANNIBALE and SUSAN MILLER attended the workshop May 26 - 28 and came back with a new outlook of the Army and some new skills, including how to operate an M-16 rifle. They witnessed an impressive weapons demonstration and enjoyed cocktails at the Air Force Officers Club. Getting up at 5 a.m. every morning was pretty tough, though.

Back at work following a vacation to Cape Cod and Nantucket, MURIEL BORST, Statistical Clerk, expressed how much she enjoyed her vacation and all the sites of interest during the week of June 1.

DORIS OHME, Receptionist/Appointments Clerk for the Intake Department, will wed Richard Vogel from Englishtown, NJ, on June 27. Richard is employed with R.W. Vogel Construction. A shower was held for Doris at Poor Henry's on June 19 following work. Congratulations and best wishes!

In April, JACKIE GIAQUINTO, JOAN CHAPMAN and MIKE BACHMAN attended a workshop at Moravian College on the topic of Mentor Training. Moravian received a federal grant to interest employers in Mentor Training. Mentoring was defined as a one-on-one relationship with another individual, not in a supervisory role or a counseling role, but a two-way relationship which is non-judgemental. Moravian agreed to hold a ½ day seminar at ABE on June 3, which staff were invited to attend, if interested. Those attending were: DEE STANTON, DENISE GREINER, ELAINE LASLO, MARCIA McKITTRICK, ESTHER WENCK, JACKIE GIAQUINTO, JOAN CHAPMAN and BART STEINMAN. The purpose of the seminar was to introduce the concept of mentoring as a method of improving employee relations and bolstering overall organizational effectiveness. For more information on mentoring, please contact the Personnel Department.

Welcome back greetings are extended to PENNY FAHRENSBACH, who is assisting with the re-employment effort for PSE participants.

A welcome is extended also to ED DEICHMEISTER, student from Penn State who will be with us for ten weeks on an intern assignment.

Recognition and appreciation is extended to RON HEMLER, Printing Coordinator, who prints our newsletter each month.

GERI FAHRINGER, Clerk/Bookkeeper, reported that her husband killed a bear, with a single arrow, while hunting in Canada.

The volleyball team is in need of people with "punch" (not punchy or paunchy). Anyone interested is to call MIKE FREE, SYEP Technician.

On May 11, a luncheon was held at ASC to welcome back CAROL WARNER, Special Placement Manager, and a shower was held for LINDA TRUCHAN, who wed Joe Benko on June 2nd. Later that evening, a few female members of staff (who prefer to remain nameless) took Linda [illegible] town as tradition calls for, what an exciting, eye-opening experience it proved to be. [illegible] is too revealing to print, but JEAN D'AMICO, Secretary for Planning/Community Relations, has photos worth a thousand words that tell the whole story.

But the biggest scoop for the month of May was the election. No, I'm not referring to the primary election, I'm referring to "LVMP's Most Desirable Bachelor" Campaign and Election. Of course the only ones allowed to vote were the female staff population and the only eligible candidates were the eligible (un-married) men. Crowned "LVMP's Most Desirable Bachelor" was Student Services Representative, MIKE D'ANNIBALE (is there any doubt!). As recipient of this honor, and as a federally LVMP Staffer, Mike was "spotlighted" on page one. Second place winner was BOB KISTLER, Director of Monitoring/Evaluation, and third place winner was RUDY SCHLENER, Welding Instructor. It was a close election between the almost twenty candidates. The election served as a diversion from the impending acts of Congress regarding CETA.

Margaret Mills, a participant, was the salutatorian of her class during graduation ceremonies this month. Margaret was an outstanding student and a volunteer for many community service organizations in her area.

JIM DICKERT, Senior Supervisor, is sporting a cast on his left arm for a few weeks until his broken bone can heal. Jim considers himself lucky that after falling down a flight of 16 steps he didn't end up in a body cast.

Note: LVMP's 'Phantom Bingo Player" won $25 at the Odd Fellows and $10 at the Fullerton Legion during May, and won $15 at the Odd Fellows during June so far.

NEWSMAKERS NEWSMAKERS NEWSMAKERS

WORKSHOP HANDOUTS

ADULT BASIC EDUCATION

THE NEED FOR ADULT CENTERED LEARNING

The purpose of the ABE program is to provide an educational facility and learning center for non-English speaking and English-speaking persons who are sixteen years or older, who have not achieved a high school diploma, who are unemployed or underemployed due to an educational level below that of high school.

The older the student, and the longer the student has been out of school, the more difficult it may be to get the student back to school. The objective of adult basic education is to reach all out of school adults with less than a high school education and provide them with maximum opportunities to achieve academic skills in the following areas:

1. Adult Basic Education (K-8)

   The objective of Adult Basic Education is literacy for all adults with sufficient intelligence to learn to read and write. Proficiency in reading, writing, spelling, mathematics, and science is available from K to eighth grade.

2. General Educational Development (8-12)

   The objective of General Education Development is to enable adults to obtain a high school diploma without having to return to earn credits. Academic instruction is given in five academic areas by individualized instruction so that students can progress at their own rate of speed toward a diploma. English, Reading, Science, Mathematics, and Social Studies are the subjects needed for the GED test.

3. English As A Second Language (K to 8)

   The objective of the English as Second Language program is to teach the non-English speaking adult how to speak, read, and write English. Those needing driver's licenses are helped to prepare for the oral part of the driver's examination.

4. Spanish ABE-GED Courses (K-12)

   The objective of the Spanish ABE course is to allow Spanish-speaking adults to become literate in their language before starting to learn English. The Spanish GED program objective is to provide the quickest route to a high school diploma for those who have academic skills and ability in Spanish. If they pass an examination they are given the local school district diploma.

CAREER EXPLORATION

I. Self Exploration

Identify and prioritize
- skills
- interests
- work values
- personal values
- attitudes

II. Career Exploration

Research -
career libraries
books
newspapers

Information interviewing
Discussion with everyone you know
Job shadowing

III. Decision-making Process

Setting Goals
short-term
long-term

Set Priorities
Time Plan
Alternate choices/plans

IV. Job Hunting

Resume
Interview
Hidden job market
Selling yourself
Assertiveness/confidence

JOB GOALS

What job goals do you have? What is most important for you in terms of a job? Read through the following possible job goals and prioritize your top five job goals. Suggestion: First read through and check what is important to you. Then number 1 through 5 your top five priorities (1 = most important priority)

_____ job as simply a place to earn a living - work your 8 hours, collect your pay, leave the job and any pressures behind at the end of the day

_____ job where you earn as much $ as possible - may have to sacrifice some pleasure and leisure time and accept stresses

_____ desire for glory, status, prestige - willingly undertake the required responsibilities

_____ desire for job to be rewarding in terms of personal interests and skills

_____ desire to make social contribution, do meaningful work - main thrust of work may be implementing a principle

_____ security of job future

_____ job where expectations are clearly stated, know exactly what should be done

_____ desire for personal growth

_____ working with people you like

_____ independent working conditions

_____ job where you determine at least part of the nature of the work, where creativity is encouraged

_____ job where you make a good salary, where you are paid what you feel you're worth

EVALUATIONS

MENTOR TRAINING EVALUATION FORM

NAME:_____

COMPANY:_____

I. Assessment of actual mentoring activities to include

Educational Discussions

Education Referrals

Job-Related Mentoring

Support for people already enrolled in programs

No. of People_____

II. Did you report on the workshop to your company?

If yes: Yes_____ No_____

to individuals: No. of People_____

in a meeting: No. of People_____

in a written report: Yes_____ No_____

III. Did you discuss the project with people from other companies or agencies?

Yes_____ No_____

If yes: List name(s) of company and give contact person if interest was expressed.

_____

_____

_____

IV. What was the response/reaction of co-workers to the Lehigh Valley Directory?

Estimated number of people who used it_____

General comments:

very valuable

beneficial

well-organized

an excellent cross-reference

useful

"sometimes a life-saver"

V. If you referred people for educational assistance, which levels were involved?

basic education: Yes_____ No_____

in-house training: Yes_____ No_____

college study: Yes_____ No_____

other (explain): _____

_____

VI. What topics (mentoring) presented at the workshop were most useful?

(Check one)	Useful	Not Useful
definition of mentoring	_____	_____
educational resources	_____	_____
career goal setting	_____	_____
educational goal setting	_____	_____
film on mentoring (if shown)	_____	_____
psychology of adult learner	_____	_____
techniques on mentoring	_____	_____
group discussions	_____	_____

VII. On which topics would you have liked more material (list - explain if necessary)?

_____

_____

_____

VIII. Is your company interested in setting up an informal mentoring program?

Yes_____ No_____

IX. Is your company interested in setting up a formal mentoring program?

Yes_____ No_____

X. Suggestions, Comments

XI. Suggestions for workshop topics your company would like made available.

PROGRAM EVALUATION: "MENTOR-TRAINING IN THE LEHIGH VALLEY"
(I.D. #98-1020)

PROGRAM RUN BY MORAVIAN COLLEGE
DIVISION OF
CONTINUING STUDIES,
SUSAN S. SCHUEHLER, Ed.D.,
DIRECTOR

PROGRAM COORDINATOR: RITA S. KATZ, Ph.D.

PROGRAM EVALUATOR: ROBERT T. MUNDHENK
VICE-PRESIDENT FOR ACADEMIC AFFAIRS
NORTHAMPTON COUNTY AREA COMMUNITY
COLLEGE
BETHELEHEM, PENNSYLVANIA 18017

By almost all accounts, the mentor-training program at Moravian College this year can be judged a significant success. The program seems to have met or exceeded all quantifiable objectives and, further, to have succeeded in meeting its qualitative objectives as well. As a provider of information and training, the program has done more than it set out to accomplish; as an establisher of mentor-training programs within the Lehigh Valley, it has succeeded whenever that goal was within the program's control.

The program proposal promised to inculcate in mid-level and supervisory personnel a sense of the importance of the mentor as both counsellor and resource person, particularly with regard to educational opportunities. As such, its main objectives involved not only training in personal skills (to develop continuing, caring relationships), but also exposure to an array of educational resources, including adult basic education. The educational directory and the workshop panels certainly met the latter goal magnificently, although the emphasis was more on "adult" than on "basic" education; my contact with participants, in the May follow-up sessions as well as in a survey conducted in June, suggests that the former goal was met equally well. In short, the Moravian program seems to have succeeded in establishing a foundation upon which mentoring programs can be built in local agencies and corporations. Moravian has done all that it can to facilitate the development of mentoring and educational counselling in the Lehigh Valley; the rest remains to local industry and social agencies.

During June and early July, 1981, my office surveyed by telephone 25% of those who had participated in the mentoring workshops at Moravian during January and February, 1981. These people represented each of the major employers in attendance, except for Western Electric, the representatives of which were either

on vacation or transferred to other locations. In addition, except for Bethlehem Steel, the survey avoided multiple contacts under the same employer, since I was interested primarily in variety of response relative to outcomes. The results of the survey attest to the value and importance of the Moravian mentoring program, even if they do not yet show the actual establishment of new formal mentoring operations. Among the results of the survey (copy of questions attached) are the following:

1) Among those who assessed the value of the program, 84.6% saw it as valuable or very valuable to themselves, 81.8% valuable or very valuable to their institutions.

2) Participants found the educational information and referrals, including those on adult basic education, among the "most helpful" elements of the program; one characteristic response: "I use the information a lot."

3) All but two of the respondents found the program helpful in establishing personal goals. Those who discussed other ways in which the program was of assistance mentioned new counselling techniques, exposure to existent mentoring programs, and information about community educational resources as significant.

4) Those who wished to comment had very high regard for the program's content and organization - and for its coordinator.

5) A number of respondents mentioned that they had made adult basic education or counselling referrals, but not necessarily

as part of a formal mentoring effort.

6) Only about 20% of the respondents have set up mentoring programs as a direct result of the Moravian workshop, but this number is explicable for the following reasons, all offered by respondents:

-- there has been very little time to do so; some programs are still in the proposal stage;

-- limitations of space and time hamper efforts in smaller organizations;

-- smaller organizations also seem hard-pressed to find staff to provide mentoring services;

-- in large organizations, program participants lack jurisdiction and/or authority to establish mentoring programs;

-- many organizations, particularly the larger ones, already have informal programs.

It is mistaken to conclude, on the basis of #6, that the Moravian program did not meet one of its objectives; the explanations make it obvious that, even where formal programs are not yet established, the Moravian workshops stimulated activity, broadened scope, and exposed participants, most for the first time, to the concept of educational mentoring. If the response to #6 reveals a flaw in the program, it is that the mentoring workshops' audience may not have been well-

enough defined to allow for the development of formal mentoring programs: on the one hand, many participants came from organizations too small to devote personnel to a formal program; on the other, many others, who came from large corporations, lacked the authority to initiate - in some cases, even to propose - formal mentoring.

I have no doubts that the Moravian project accomplished all of its aims fully and well. It strikes me, in fact, as an impressive success. Moravian has succeeded in educating a large segment of the Lehigh Valley's industrial and social organizations about educational resources; it has as well convinced this large segment of the value of educational mentoring. It has performed a signal service not only to the county's industrial, social, and educational agencies, but also to the county's population as a whole.

MENTOR TRAINING WORKSHOP AT MORAVIAN COLLEGE

January 21, 27 - February 9, 11, 19

1- Have you set up a mentoring program at _____

If so, please describe

If so, have you made any referrals to Adult Basic Education Programs?

If not, please tell why _____

2- Did you find the Moravian Program helpful:

-- In establishing personal goals

-- In developing a mentoring program

-- In any other ways?

3- What was most helpful?

4- What was least helpful?

5- Please assess the value of the program

-- to you

-- to your company or institution

MORAVIAN COLLEGE
Bethlehem, Pennsylvania 18018

Evaluation Report:
Mentor Training in the Lehigh Valley

The following evaluation report was developed from materials supplied by the Project Coordinator and by interviews with participants and discussion leaders.

Objective 1: A corps of 150 educational mentors will be trained to support undereducated and handicapped adults as they explore further educational and job training.

Findings: Ninety two people registered for and attended the on-campus workshops. Discussions with the Project Coordinator indicated nine additional off campus "mini"-workshops held throughout the Lehigh Valley. The total number of trained mentors is reported to be 246. The on-campus follow up workshops enrolled a total of 22 participants.

Objective 1-A: The effectiveness of the workshop will be measured through comparison of pre and post instruments measuring attitudinal change toward adults and adult learning.

Findings: The pre-post attitudinal survey suggests that the major outcomes of the workshops were the clarification of the term "mentor" and an increased perception that many professionals already assume this responsibility. Indeed, these were recurring comments in the follow-up workshops and in conversations with participants. There was, for example, a greater than 100% increase in the number of participants who frequently felt that they had a career or college mentor in the post survey as opposed to the pre. Fewer than half of the participants felt that they frequently assumed the mentor role when asked in the pre test, but 79% felt that they did when responding to the post test. The workshops also seem to have had the effect of sensitizing participants to the importance of helping another employee achieve personal satisfaction on the job.

The mentoring workshops seem to have been successful in motivating participants to want to know more aobut mentoring. Better than half of the participants felt that it was important for them to

know more about mentoring after the workshops were completed, and there was a substantial increase in the percentage of participants who felt that achieving positive employee communication was an important goal.

Workshop topics were seen, with few exceptions, to have been very useful. These evaluative data support the impressions gained from the pre-post questionnaire and from personal conversations that clarification of the term "mentoring," specific mentoring techniques and sensitization to interpersonal needs of employees were the most important outcomes.

Objective 2: By distributing 1,000 directories of area educational programs, a new level of awareness concerning adult basic educational resources will be developed.

Findings: Over 5,000 such directories have actually been distributed, providing a valuable service to employers and individuals in the Lehigh Valley. Comments from recipients have been quite positive. Dissemination of mentoring workshop information by participants tended to be through personal conversations, and within the organization. There were a number of participants, however, who reported back through formal meetings or written reports. There was no dissemination reported across companies or agencies, but this more likely reflects the lack of a vehicle for such communication than a lack of interest.

Objective 3: Through follow-up contacts with local programs the effectiveness of the mentors and new linkages will be measured by increased enrollments to determine the impact on participation and retention in adult basic education programs in the Lehigh Valley.

Findings: This objective is on-going. There have been nine additional workshops on site since the campus workshops. My understanding from conversations with the project coordinator is that many more workshops are scheduled and anticipated.

Objective 4: Agencies and businesses will be encouraged to offer programs pertaining to life coping skills for adults, especially the handicapped, unemployed, immigrants, older adults and minorities.

Findings: One of the positive side effects of the mentoring workshops has been the recognition of a need for additional support services for

clients and employees. Personal counseling, career development, leadership and assertiveness training and ESL programs are specific areas cited. Participants seem to have been motivated, through the workshops, to pursue these areas more vigorously.

Objective 5: A model program, replicable at low cost will have been developed.

Findings: I have been told by the Program Coordinator that a low cost model program has been developed, but I have not received a description of it. The program seems to have been sufficiently successful in meeting its objectives to warrant the dissemination of a program description.

Conclusions:

The summary impression which I get from available data and from conversations with participants and discussion leaders is that the workshops were effective in:

1. Clarifying and systematizing a professional responsibility which many managerial level personnel were fulfilling in a less structured way;
2. Reinforcing the validity of that professional responsibility;
3. Providing specific techniques for helping these already involved in mentoring to be more effective;
4. Providing an invaluable resource through distribution of the directory;
5. Sensitizing participants to the need for additional workshops in related areas - career counseling, assertiveness training, etc.

Since a majority of the participants responded positively to finding out more about mentoring and many indicated an interest in workshops on related topics, I would recommend a thorough follow-up and the development of supplementary on-site workshops to meet the specific needs of employees in a variety of businesses and industries and of the clients of social agencies.

Jack Dilendik
Education Department
Moravian College

Bethlehem Steel Corporation

BETHLEHEM, PA 18016

July 13, 1981

Dr. Susan S. Schuler
Dean of Continuing Studies
Moravian College
Main & Elizabeth Avenues
Bethlehem, PA 18018

Dear Dean Schuler,

The supervisors within Information Services that attended the Mentor Training Workshop presented by members of your staff on Thursday, June 18, 1981 were asked to critique the program. A summary of their comments is attached for your review and guidance for possible future workshops. You will find that they are positive and supportive of your endeavors in this area as well as our Career Development Program.

Again, we wish to thank you and your staff for their excellent presentation and we look forward to sharing mutual experiences in the future.

Sincerely yours,

BETHLEHEM STEEL CORPORATION

Kathleen R. Holmes
Personnel & Training
Coordinator

Attachment

MORAVIAN MENTOR PROGRAM

The half-day sessions on Mentor Training conducted by staff members of Moravian College on Thursday, June 18, 1981 were well-received by the supervisors of Information Services.

The overall reaction to the sessions indicated that they were informative and well-done. The speakers presented information in a positive, meaningful manner.

The portions the supervisors liked the best included the illustrations and handling of people; procedures and techniques for mentoring on-the-job. They realized the importance of being good listeners and how it is beneficial to their jobs. They felt the ideas presented supported their beliefs of being good supervisors as well as a tie-in to the Career Development Program.

With regard to areas of enhancement to the program, additional information was desired on how to pick a mentee and how to avoid showing favoritism and dissention among employees not chosen as mentees. There was an indication that a Bethlehem representative could have wrapped-up the session tying it into the Career Development Program.

The majority of the audio/visual and handout aids were considered beneficial and useful as well as supportive of discussions. The Directory of Continuing Education received many favorable comments as a good reference tool. Some individuals felt the handouts were slanted toward women.

The program was considered a help to the Career Development efforts by being able to identify people who wish to be mentored. There was a definite tie-in of the two programs as perceived by the supervisors who attended. They also indicated that it stresses the importance of developing people, not just developing projects. The Mentor Program also provided principles for guidance and encouragement necessary for employees to succeed in the Career Development Program.

The majority of the supervisors felt they could not foresee any problems in integrating the supervisor/mentor roles in the future. They did feel the techniques presented would increase their own skill level. Some concern was raised regarding time-consuming possibilities as well as when do they find time for mentoring - before or after PAPs, POPS, and general counseling. The question of a reward system was raised - will supervisors be rated on mentoring role or strictly on productivity?

Those in attendance indicated that some other departments that may be interested in a similar Mentor Program are: Sales, Public Affairs, Law, Research, Engineering, and Accounting (specifically

Billing and also including Plant Accounting). Many indicated all levels of management would benefit from such a program and there was a recommendation that this be considered for inclusion in the Performance Appraisal Workshop.

Some other comments included this program was a progressive step forward. Another indicated that for employees who plan retirement, they should establish a protege relationship with their replacements. This would provide for a good transition/training period for both employees.

Bethlehem Steel Corporation

BETHLEHEM, PA 18016

P. A. HENSCHEN
VICE PRESIDENT, ACCOUNTING
AND INFORMATION SERVICES

L. R. DIMMICK
General Manager
Corporate Information Services

June 19, 1981

Dr. Rita Katz
Coordinator of Mentor Training
Moravian College
Bethlehem, PA

Dear Dr. Katz,

You made it all happen. Your energy, enthusiasm, interest and ability to tie it very clearly to our Career Development Program made Thursday's programs completely successful.

On my behalf, our management team and for Bethlehem Steel, please accept our grateful thanks for a job well done.

I hope this dialogue is only the beginning and that we can share ideas, approaches and views as we both move into the future.

Sincerely,

Leonard R. Dimmick

Bethlehem Steel Corporation

BETHLEHEM, PA 18016

P. A. HENSCHEN
VICE PRESIDENT, ACCOUNTING AND INFORMATION SERVICES

L. R. DIMMICK
GENERAL MANAGER
CORPORATE INFORMATION SERVICES

June 19, 1981

Dr. Herman E. Collier
President
Moravian College
Bethlehem, PA

Dear Dr. Collier,

Quite by accident, some time ago, we had a number of our people sit in on the "Mentoring" activity currently going on at Moravian. This generated a great deal of enthusiasm and it was viewed as a clearly supportive effort to a Career Development Program we have recently initiated in our Information Services Department at Bethlehem Steel.

I guess we both, Bethlehem and Moravian got caught up in the process and it peaked this week as Dean Susan Schuehler, Dr. Rita Katz, Dr. Judy Blau and Dr. Arthur Lyons put on, for out management team, two one-half day workshops on mentoring.

Their enthusiasm, devotion to the tasks, ability to tie it meaningfully to our Career Development hopes is indeed a tribute to Moravian College and its faculty.

Please convey my personal thanks to each of them with the hope that we can continue to dialogue about the critical subject of Human Resource needs.

Sincerely,

Leonard R. Dimmick

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